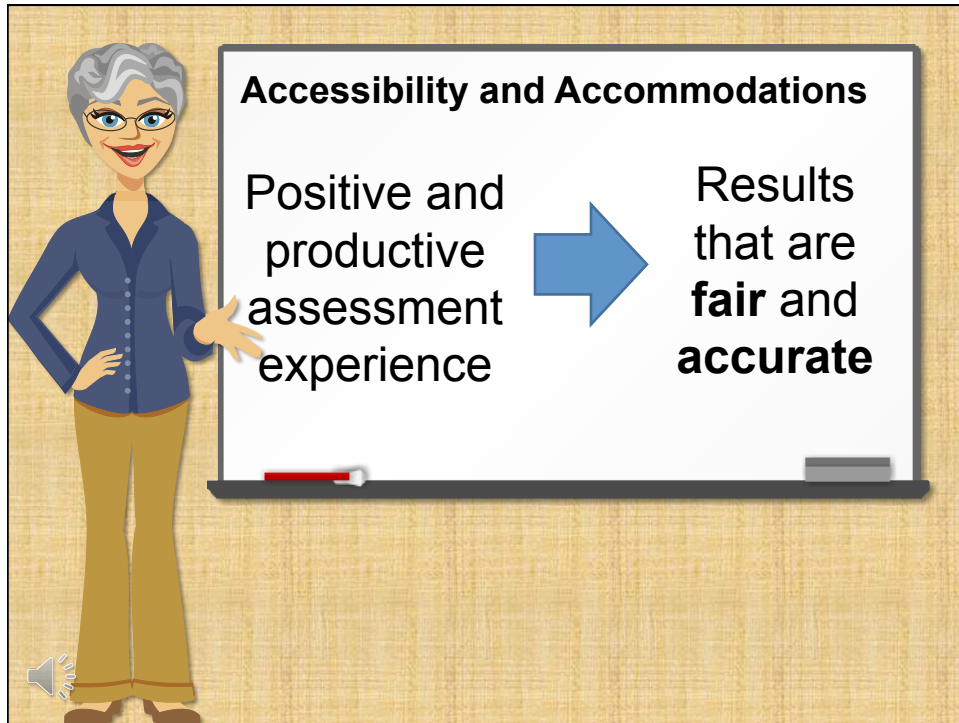




Accessibility and Accommodations



Introduction



Accessibility and Accommodations

Positive and productive assessment experience → Results that are **fair** and **accurate**



Accessibility and Accommodations

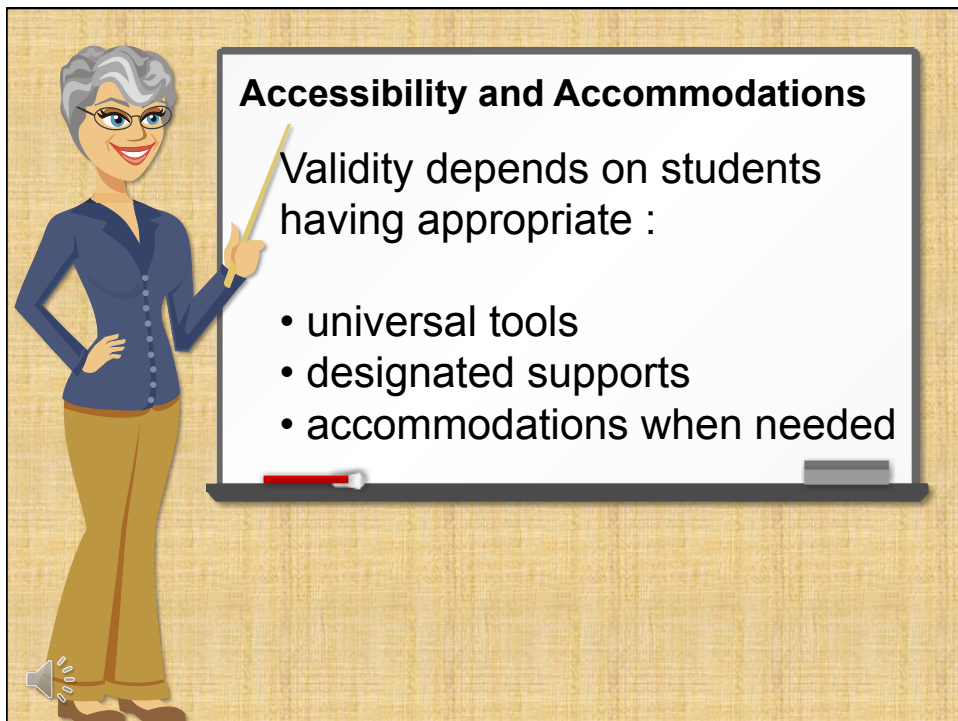
A line of six stylized human figures holding hands, representing diversity and inclusion. The first figure is in a wheelchair, and the others are in various poses and colors.



Accessibility and Accommodations



**college- and
career-
readiness**



Accessibility and Accommodations

Validity depends on students having appropriate :


- universal tools
- designated supports
- accommodations when needed



Smarter Balanced
Assessment Consortium
Usability, Accessibility, and
Accommodations Guidelines
Version 1.0, 2014

Accessibility and Accommodations
*Usability, Accessibility, and
Accommodations Guidelines*
www.smarterbalanced.org


A cartoon teacher character with grey hair, glasses, a blue shirt, and tan pants stands to the left of a whiteboard. She is holding a document titled "Smarter Balanced Assessment Consortium Usability, Accessibility, and Accommodations Guidelines Version 1.0, 2014". The whiteboard has the title "Accessibility and Accommodations Usability, Accessibility, and Accommodations Guidelines" and the website "www.smarterbalanced.org". A red eraser and a grey marker are on the whiteboard's ledge. A small speaker icon is in the bottom left corner.



Smarter Balanced
Assessment Consortium
Usability, Accessibility, and
Accommodations Guidelines
Version 1.0, 2014



Accessibility and Accommodations
*Usability, Accessibility, and
Accommodations Guidelines*
**Following these *Guidelines* will
contribute to a valid test score
for students.**

A cartoon teacher character with grey hair, glasses, a blue shirt, and tan pants stands to the left of a whiteboard. She is holding a document titled "Smarter Balanced Assessment Consortium Usability, Accessibility, and Accommodations Guidelines Version 1.0, 2014". The whiteboard has the title "Accessibility and Accommodations Usability, Accessibility, and Accommodations Guidelines" and the text "Following these Guidelines will contribute to a valid test score for students." A red eraser and a grey marker are on the whiteboard's ledge. A small speaker icon is in the bottom left corner.




Accessibility and Accommodations


- 1) What are the available designated supports and accommodations for students?



Accessibility and Accommodations



- 2) What do the designated supports and accommodations look like in the test delivery system?






Accessibility and Accommodations

3) How do I ensure that students receive their assigned designated supports and accommodations within the test delivery system (embedded) as well as those beyond the test delivery system (non-embedded)?



Accessibility and Accommodations

The examples shown in this module are for the **Smarter Balanced open source system**. It is important to note that the way to access these tools and how these tools present on your screen may vary slightly depending on the test delivery system used in your state.






Accessibility and Accommodations




Universal tools, designated supports, and accommodations may be different from those that your state has allowed in the past






Accessibility and Accommodations

For the secure assessments, a state can only provide students with the universal tools, designated supports, and accommodations that are included in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.





Accessibility and Accommodations

Check with your state education agency to make sure you understand the use of a testing consideration in your state.



Accessibility and Accommodations


Same Expectations






Accessibility and Accommodations

Exemptions May Apply



Accessibility and Accommodations



To confirm if these conditions apply, you should check with your state education agency about the criteria for participation requirements for these students.

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus



Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus



Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Noise Buffers, Print on Demand, Read Aloud, Scribe, Speech-to-text

Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations

Embedded

American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Noise Buffers, Print on Demand, Read Aloud, Scribe, Speech-to-text



Universal Tools

Embedded

Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded

Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded

Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded

Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations

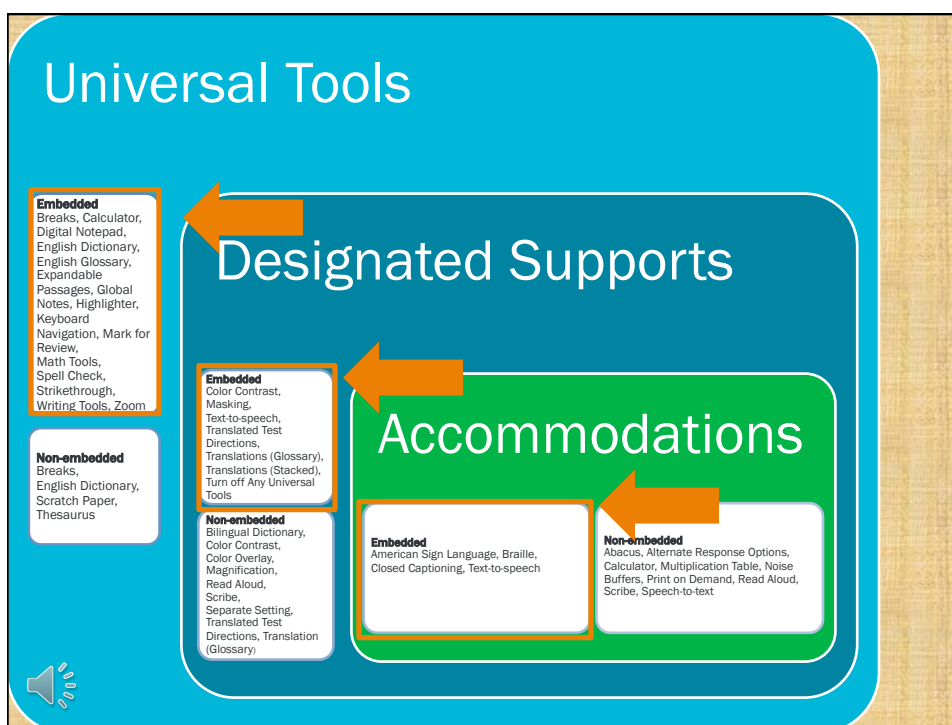
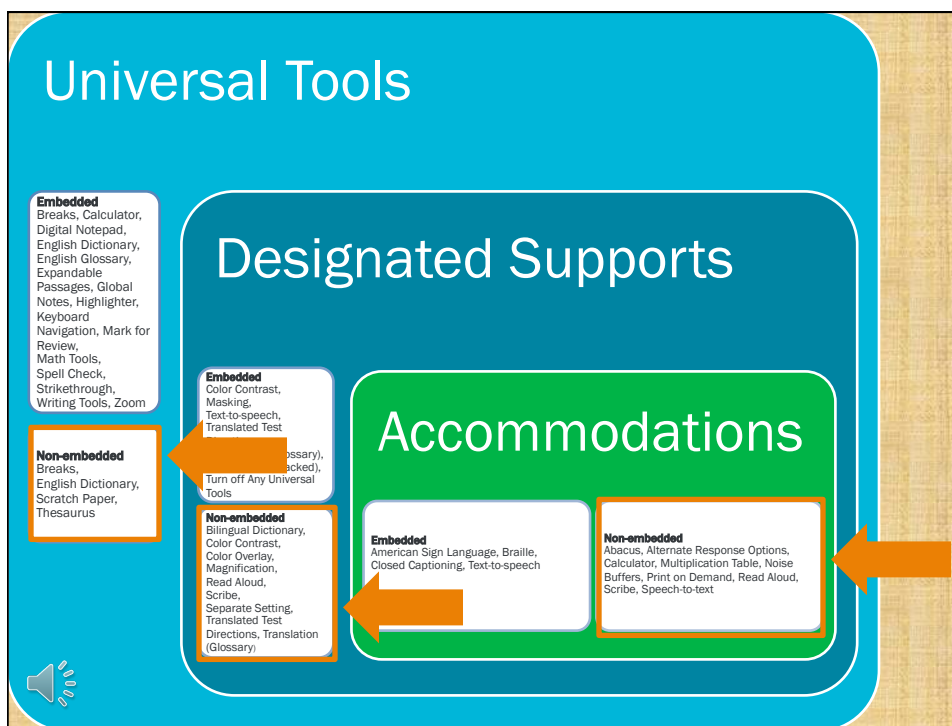
Embedded

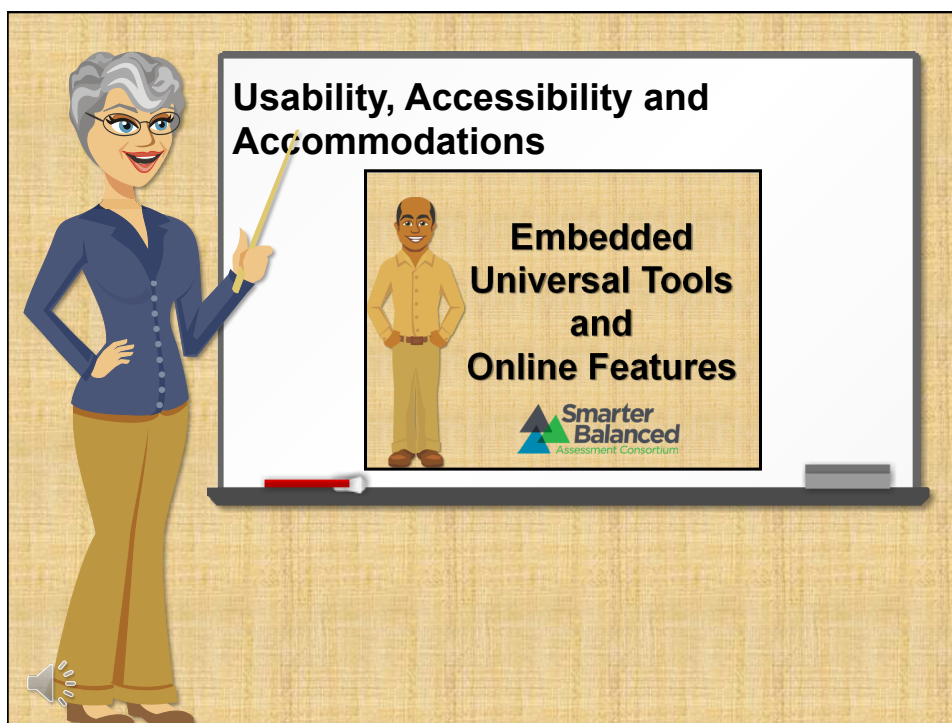
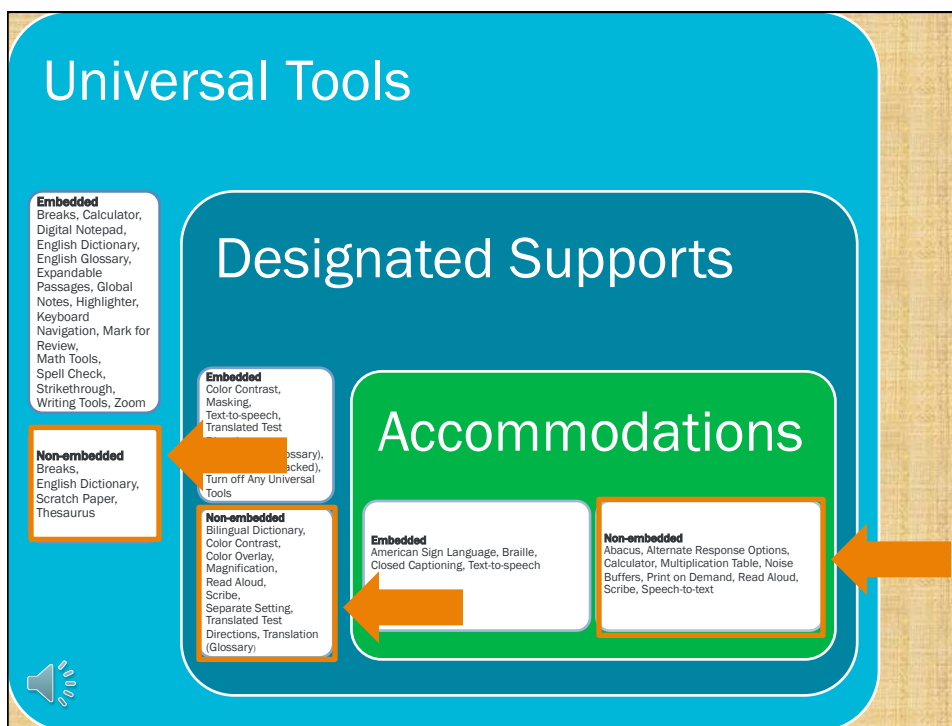
American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded

Abacus, Alternate Response Options, Calculator, Multiplication Table, Noise Buffers, Print on Demand, Read Aloud, Scribe, Speech-to-text







What Are Designated Supports?

What Are Designated Supports?

Defined

Defined

Designated supports for the Smarter Balanced assessments are those resources that are available for use by **any student** for whom the need has been indicated by an educator or team of educators with parent/guardian and student. Assigning a designated support does not require documentation of need in an IEP or 504 plan. It is recommended that a consistent process be used to determine these supports for individual students.

Designated supports need to be identified and assigned in the Administration and Registration Tools (ART) or your state's registration system, prior to assessment administration.

Students should be familiar with using the designated supports assigned to them.



Decisions

What Are Designated Supports?**Defined****Decisions****Decisions**

Informed adults make decisions about these designated supports. Ideally, the decisions are made by educators familiar with the student's needs, as well as those supports that the student has been using during instruction and for other assessments. Student and parent/guardian participation in the decision, particularly for older students, is also recommended.


What Are Accommodations?

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do.

Smarter Balanced states have identified **accommodations** for students for whom there is a documented need for the accommodation(s) on an Individualized Education Program (IEP) or 504 accommodation plan or special circumstance, such as the example of the broken arm.

Accommodations Continued




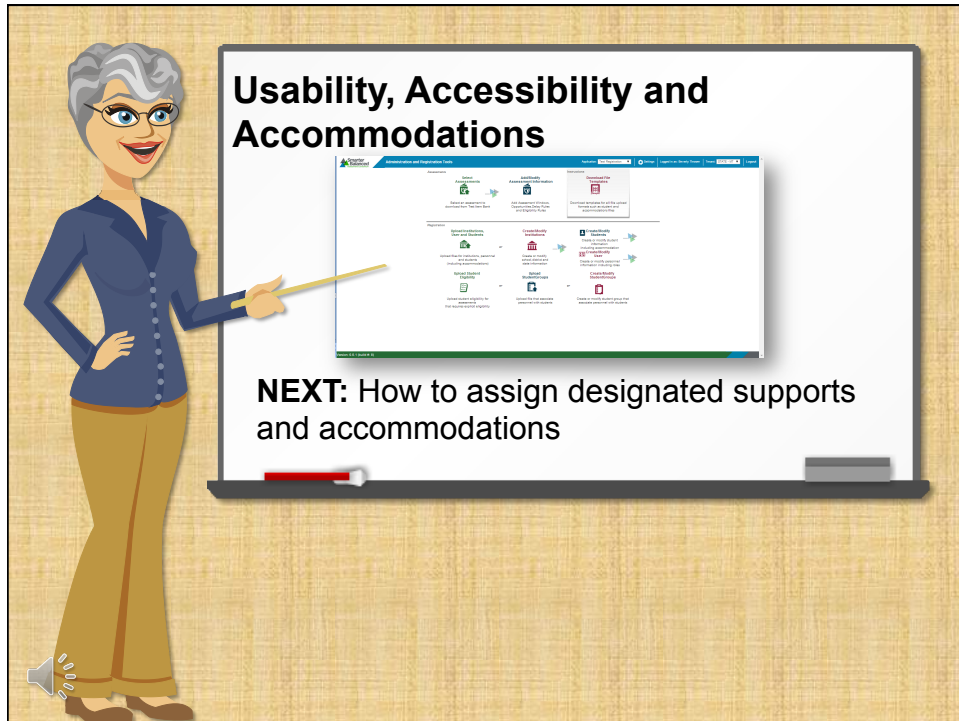
What Are Accommodations?

IEP teams, educators, and parents/guardians make decisions about accommodations. These teams (or educators for 504 plans) provide evidence of the need for accommodations and ensure that they are noted on the IEP or 504 plan. School staff are responsible for ensuring that information from the IEP is entered into ART or your state's registration system, so that all embedded accommodations can be activated prior to testing.

Smarter Balanced suggests the use of ISAAP or tool similar to ISAAP when making decisions. However, the ISAAP tool is not a replacement for an IEP/504 plan.

Accommodations Continued

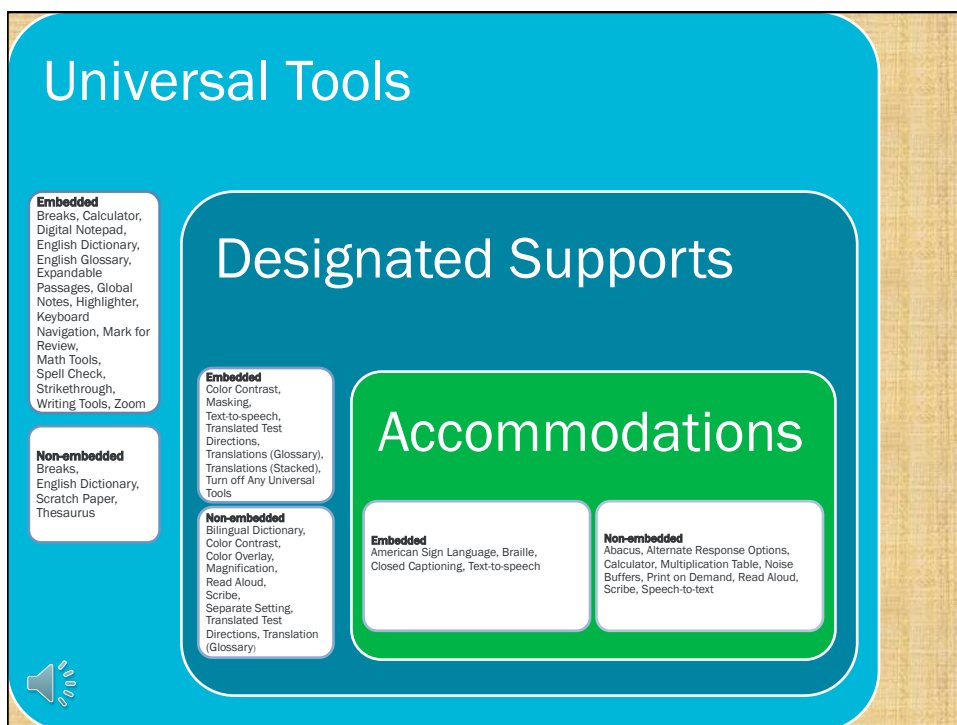
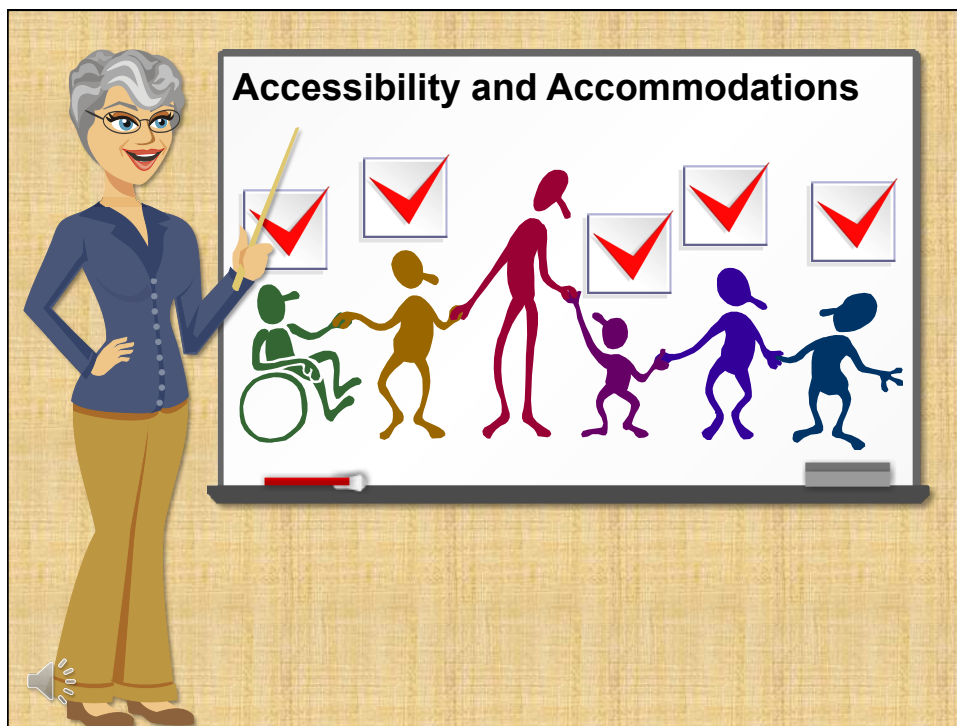





Usability, Accessibility and Accommodations

NEXT: How to assign designated supports and accommodations

Assigning Designated Supports and Accommodations










Accessibility and Accommodations

The Test Administrator should use this list when granting students access to the test through the test delivery system.



Accessibility and Accommodations



Review each student's information to ensure that he or she has the correct designated support(s) and/or accommodation(s) set.



Accessibility and Accommodations

The student should not proceed with testing until the discrepancy is resolved.

A cartoon illustration of a female teacher with short grey hair, glasses, a blue button-down shirt, and tan pants stands to the left of a whiteboard. She is pointing with a yellow stick to a large red circle with a white 'X' inside, which is drawn on the whiteboard. The whiteboard has a black border and a small eraser and marker at the bottom. The background is a light brown textured wall.

Approvals and Test Settings

Approvals and Student Test Settings

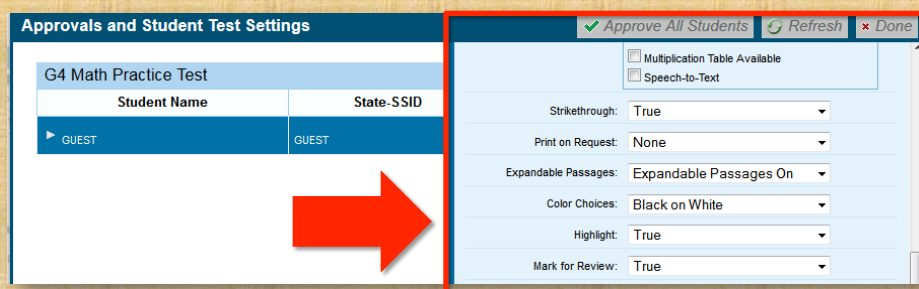
Approvals and Student Test Settings				
<div> <input checked="" type="checkbox"/> Approve All Students <input type="button" value="Refresh"/> <input type="button" value="Done"/> </div>				
ELA Grade 7 CAT				
Student Name	State-SSID	Opp #	Test Settings	Action
▶ Kim, Harry	AL-12345678	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
▶ Smith, Jane	AL-99999999	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>

↑
 Standard
or
Custom

Approvals and Student Test Settings

Approvals and Student Test Settings				
<div> <input checked="" type="checkbox"/> Approve All Students <input type="button" value="Refresh"/> <input type="button" value="Done"/> </div>				
ELA Grade 7 CAT				
Student Name	State-SSID	Opp #	Test Settings	Action
▶ Kim, Harry	AL-12345678	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>
▶ Smith, Jane	AL-99999999	1	Standard Settings <input type="button" value="See/Edit Details"/>	<input checked="" type="button" value="Approve"/> <input type="button" value="Deny"/>

Approvals and Student Test Settings



Approvals and Student Test Settings

✓ Approve All Students Refresh ✕ Done

☐ Multiplication Table Available
☐ Speech-to-Text

Student Name	State-SSID
▶ GUEST	GUEST

Strikethrough: True

Print on Request: None

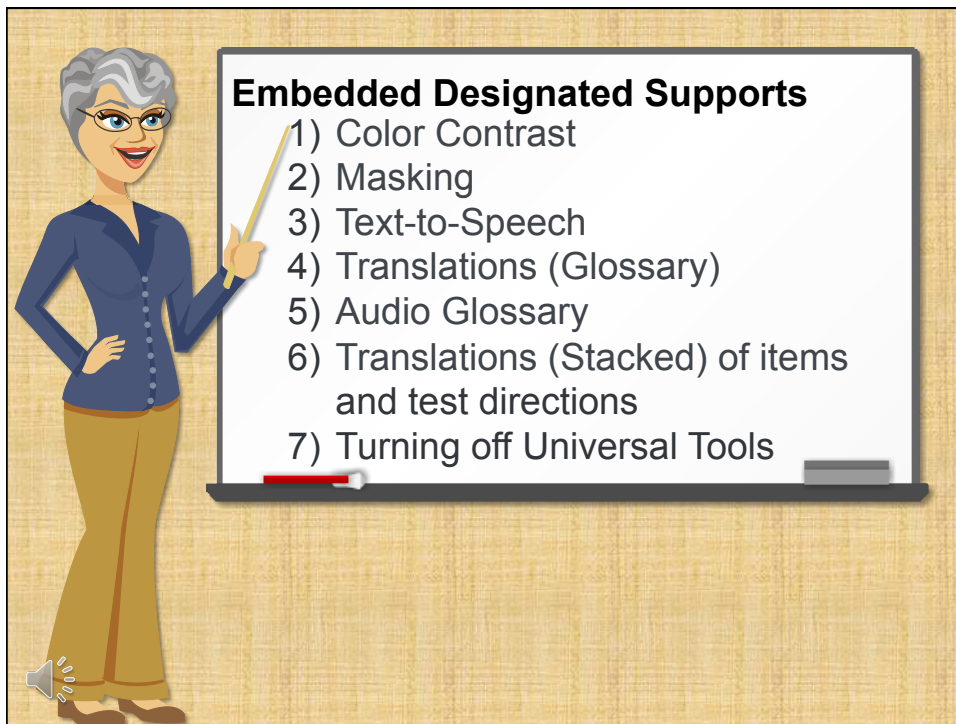
Expandable Passages: Expandable Passages On

Color Choices: Black on White

Highlight: True

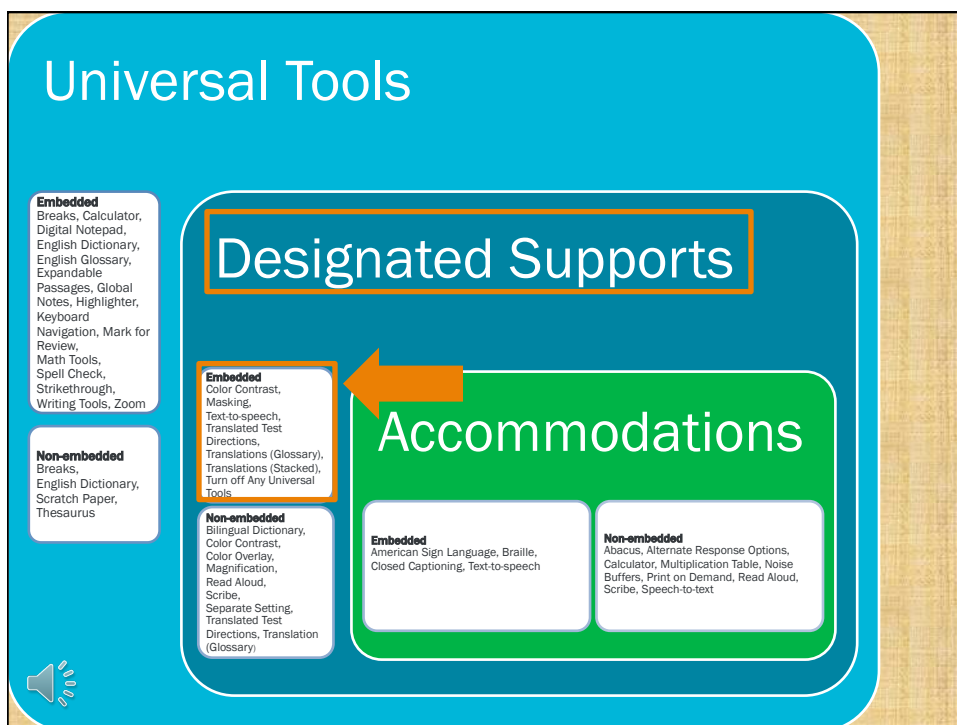
Mark for Review: True

Embedded Designated Supports



Embedded Designated Supports

- 1) Color Contrast
- 2) Masking
- 3) Text-to-Speech
- 4) Translations (Glossary)
- 5) Audio Glossary
- 6) Translations (Stacked) of items and test directions
- 7) Turning off Universal Tools



COLOR CONTRAST

Smarter Balanced Assessment Consortium

GUEST, GUEST (State-SSID: GUEST -344723) GUEST Session HELP

Choose Settings:

G7 ELA Performance Task

Language: English

Color Choices: Black on White, Black on White, Black on White, Yellow on Blue, Medium Gray on Light Gray, Reverse Contrast, No default zoom applied

Text-to-Speech: []

Print Size: []

Go Back Select

COLOR CONTRAST

GUEST, GUEST (State-SSID: GUEST -344623) G7 ELA Performance Task (0 out of 4) Questions: 1-3

Zoom In Zoom Out Notes Save Pause Back Next

STUDENT DIRECTIONS

Napping Argumentative Performance Task

Issue:

There has been much debate about the role of sleep and the role of napping. How many hours of sleep is enough? What is too much sleep? What is too little sleep? How do naps fit into sleep cycles?

The issue of "napping" will be one of the topics for an upcoming school debate club. To prepare for this debate, and to decide which side of "napping" you are on, you have been conducting research on the topic. As part of your research, you have found two articles and a newspaper column about sleep.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and finalize your debate stance.

1

According to the information in the three sources, why might people need a nap? List **three** reasons and cite specific details from at least two of the sources.

Type your answer in the space provided.

2

According to Source #1, "How Much Sleep Is Enough?", a person cannot offset the effects of "sleep debt." Is there any evidence presented in the other sources to counter that claim? Cite the source and the evidence in the space below.

Type your answer in the space provided.

MASKING

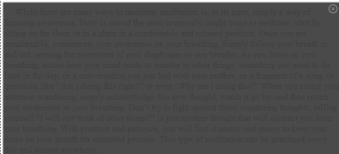
QUEST, QUEST (State-SSID: QUEST-18796) 011 ELA (0 out of 37) Questions 1 of 1

Zoom In Zoom Out Masking

Read Read Back Next

The Science of Meditation

Meditation has been practiced for thousands of years by people from a wide variety of cultures. Though traditionally a spiritual practice, meditation has more recently been identified by medical professionals as a uniquely effective way to improve mental and physical health. How does meditation work, and what does science have to say about its effects on practitioners?



People who meditate regularly report numerous benefits. They feel calmer and more relaxed, and more prepared and clear-headed when responding to the challenges and frustrations of everyday life. These reported benefits have been supported by scientific research on meditation, research that has investigated the mental and physical changes that take place when a person meditates. Scientists have learned that meditation produces clear changes in a person's brain wave patterns and, in turn, affects how the body responds to normal physical demands and stress.

Brain waves are electrical impulses in the brain that correspond to different types or "levels" of awareness. For example, the "beta" brain wave pattern, measurable from about 13 to 100 cycles per second, is the pattern of normal waking consciousness and is associated with alert activities. In contrast, the "theta" brain wave pattern, measurable from about 4 to 8 cycles per second, is the pattern of normal waking consciousness and is associated with a state of deep relaxation.

1

Read these two sentences from the text. Then, answer the question that follows.

How does meditation work, and what does science have to say about its effects on practitioners?

By entering the calmer states of mind that are associated with meditation, practitioners can lower both their heart rate and blood pressure, therefore reversing the effects of the stress response.

What is the meaning of practitioner as it is used in the text?

- ☐ A a person engaged in the practice of a profession such as law or medicine
- ☐ B a person who does something repeatedly in order to improve
- ☐ C a person authorized to apply healing techniques to others
- ☐ D a person who engages in something specified

2

Read this conclusion about the text and the directions that follow.

The more someone meditates, the easier it is for them to alter their brain waves.

Click on the sentence from the text that **best** supports the conclusion.

- A) Brain waves are electrical impulses in the brain that correspond to different types or "levels" of awareness.
- B) For example, the "beta" brain wave pattern, measurable from about 13 to 100 cycles per second, is the pattern of normal waking consciousness, and is associated with alert activity.
- C) Scientists have found that when people meditate, these beta waves give way to different, slower brain wave patterns.
- D) The alpha pattern is associated with what is often called the "relaxation response," a wakeful yet restful state.
- E) The theta pattern corresponds to an even deeper state of mental and physical calm.

Speaker icon

TEXT-to-SPEECH

For ELA Items, ELA PT Stimuli, Math Items and Stimuli (Not Reading Passages)

QUEST, QUEST (State-SSID: QUEST-344723) QUEST Session HELP

Smarter Balanced Assessment Consortium

Choose Settings:

G7 ELA Performance Task

Language: English

Color Choices: Black on White

Text-to-Speech: No Text-to-Speech

Print Size: No default zoom applied

Go Back Select

Speaker icon

TEXT-to-SPEECH

For ELA Items, ELA PT Stimuli, Math Items and Stimuli
(Not Reading Passages)

1

Claim: To create a fraction greater than $\frac{3}{7}$, you have to make the denominator less than 7.

A. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7.

B. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator greater than 7.

0
1
2

Delete

A. Denominator less than 7

Mark for Review


Notepad

Tutorial

Speak Question

8
9

Denominator greater than 7





Translated Glossaries (math only):

Student can be assigned:

- English glossary only (default- Universal Tool)
- English and one second-language glossary
- One second-language glossary only
- No glossary at all (by turning this off in universal tools)





Glossary Languages (math only) :

- Spanish
- Vietnamese
- Arabic
- Filipino (Tagalog/Ilokano)
- Cantonese
- Mandarin
- Korean
- Punjabi
- Russian
- Ukrainian

Translated Glossaries (math only)

GUEST, GUEST (State-SSID: GUEST -343718) 67 Math Performance Task (0 out of 5) Questions: 1-5

FOOD BASKET

1

You are a volunteer at International Food Assistance. This organization delivers "food baskets" to help people around the world. The **requirements** for each food basket are shown below.

Here are the requirements for each food basket:

- Contains grains such as rice, wheat or oatmeal
- Contains legumes such as kidney beans, nuts, or
- Contains exactly 35 grams (g) of oil for cooking
- Contains exactly 50 grams (g) of Super Cereal
- Has a minimum of 2100 total calories
- At least 8% of the total calories come from protein
- At least 10% of the total calories come from fat
- The cost of each basket cannot exceed \$0.75

Here are the contents and quantities of a **Sample Food Basket**:

Food	Quantity	Calories	Protein (1 g = 4)

to calculate the number of calories from fat in the

3

Create an expression to calculate the percent of total calories from protein in the **Sample Food Basket**.

Translated Glossaries (math only)

1

Each page in a picture album has 3 rows, and 4 pictures fit in each row.

How many pictures fit on each page?

- (A) 9
- (B) 11
- (C) 12
- (D) 15

fit

Glossary Spanish Glossary

fit - to be of the right size and shape

1

Each page in a picture album has 3 rows, and 4 pictures fit in each row.

How many pictures fit on each page?

- (A) 9
- (B) 11
- (C) 12
- (D) 15

fit

Glossary Spanish Glossary

cabén



Audio Glossary (math only)

2134

To play a game, each player
These digit cards show



These cards show which numbers are left.

even

Spanish Glossary

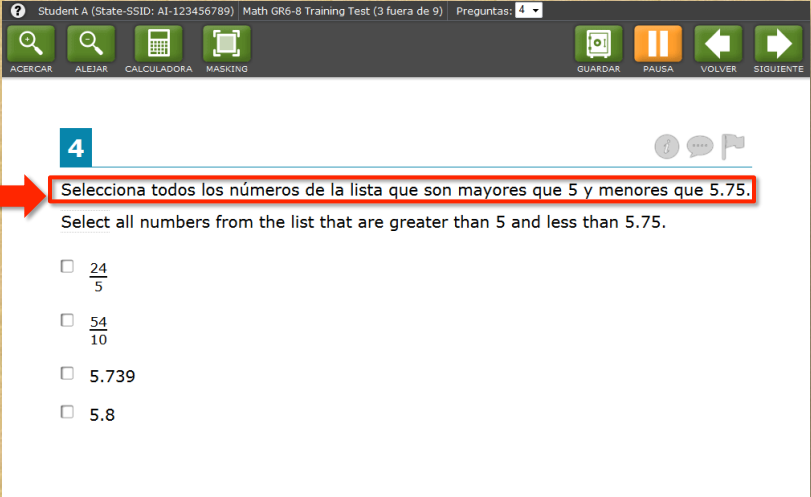
Pa



the player with the greatest number is the



Stacked Translations (math only)



Student A (State-SSID: AI-123456789) Math GR6-8 Training Test (3 fuera de 9) Preguntas: 4


ACERCAR ALEJAR CALCULADORA MASKING GUARDAR PAUSA VOLVER SIGUIENTE

4

Selecciona todos los números de la lista que son mayores que 5 y menores que 5.75.

Select all numbers from the list that are greater than 5 and less than 5.75.

- ☐ $\frac{24}{5}$
- ☐ $\frac{54}{10}$
- ☐ 5.739
- ☐ 5.8



Turning off Universal Tools

- English Dictionary
- English Glossary
- Expandable Passages
- Mark for Review
- Strikethrough

Turning off Universal Tools

Approvals and Student Test Settings ✓ Approve All Students Refresh ✗ Done

G4 Math Practice Test

Student Name	State-SSID
GUEST	GUEST

Speech-to-Text: ☐

Permissive Mode: Permissive Mode Disabled

Text-to-Speech: None

Word List: English Glossary

Strikethrough: True

American Sign Language: Off

Test Shell: Standard Test Shell

Masking: Masking Not Available

Mark for Review: True

Print on Request: None

Expandable Passages: Expandable Passages On

Color Choices: Black on White

Highlight: True

✓ Set & Approve ✓ Set ✗ Cancel

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.



Non-Embedded Supports

First Name: Last Name:

Mode Name: Birth Date:

External SSID: Confirmation Code:

Hispanic or Latino Ethnicity: ☐ Entry Grade Level:

American Indian or Alaska Native: ☐ Sex:

Asian: ☐ Language Code:

Black Or African American: ☐ First Entry Date into US School:

White: ☐ Limited English Proficiency Entry Date:

Native Hawaiian Or Other Pacific Islander: ☐ LEP Exit Date:

Demographic Race Two Or More Races: ☐ Title II Language Instruction Program Type:

IDEA Indicator: ☐ Primary Disability Type:

LEP Status: ☐ Section SSID Status:

Economic Disadvantage Status: ☐ English Language Proficiency Level:

Migrant Status:

Embedded **Non-Embedded**

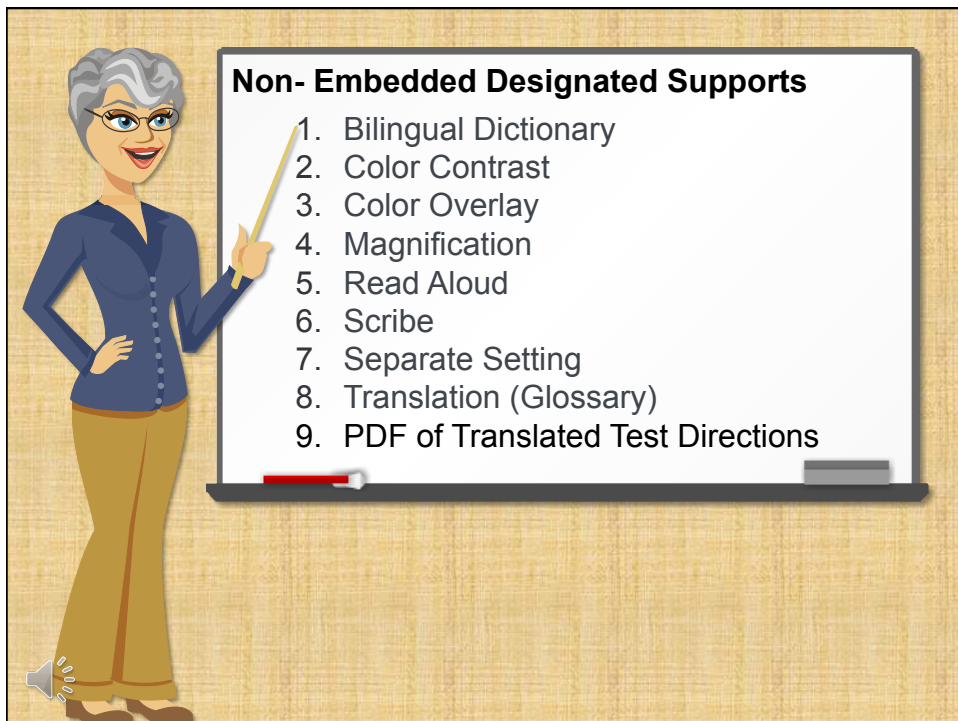
Masking	Permissive Mode	Print On Demand	Print size	Streamlined Interface	Text to Speech	Translation	Non-Embedded Designated Supports	Non-Embedded Accommodations	Other
Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...	Select...

Not Eligible for any Assessments

✓ Save ✗ Cancel



Non-Embedded Designated Supports



Non- Embedded Designated Supports

1. Bilingual Dictionary
2. Color Contrast
3. Color Overlay
4. Magnification
5. Read Aloud
6. Scribe
7. Separate Setting
8. Translation (Glossary)
9. PDF of Translated Test Directions


A cartoon illustration of a woman with short grey hair, glasses, a blue button-down shirt, and tan pants. She is standing to the left of a whiteboard, pointing at the list with a yellow pointer. The whiteboard has a black border and a small eraser at the bottom. A small speaker icon is visible in the bottom left corner of the slide.



Non- Embedded Designated Supports


1. Bilingual Dictionary

Dictionary > Diccionario, colección alfabética de las palabras de una lengua, arte o ciencia, con sus definiciones o explicaciones.




Non- Embedded Designated Supports

2. Color Contrast




Non- Embedded Designated Supports
3. Color Overlay

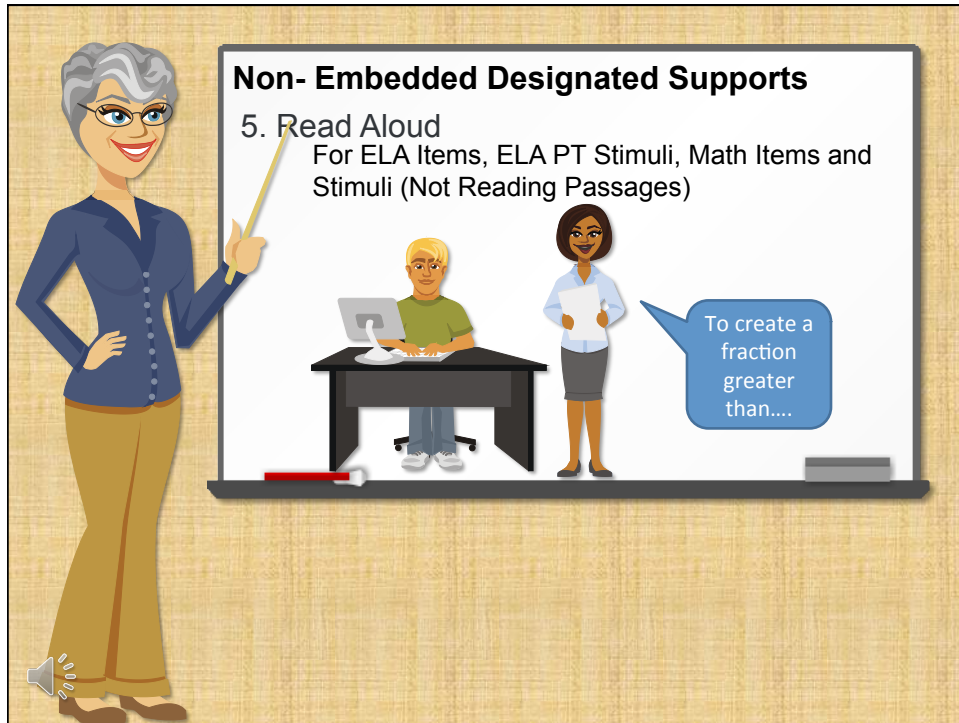


A cartoon woman with short grey hair, glasses, a blue button-down shirt, and tan pants stands to the left of a whiteboard. She holds a yellow pointer stick in her right hand, pointing towards the whiteboard. The whiteboard has a black border and a red eraser at the bottom. On the whiteboard, the text "Non- Embedded Designated Supports" is at the top, followed by "3. Color Overlay". Below the text is a stack of overlapping colored squares in various colors (blue, green, yellow, orange, red, purple). A small mouse cursor icon is visible over the stack of squares. A small speaker icon is located at the bottom left of the whiteboard area.

Non- Embedded Designated Supports
4. Magnification



A cartoon woman with short grey hair, glasses, a blue button-down shirt, and tan pants stands to the left of a whiteboard. She holds a yellow pointer stick in her right hand, pointing towards the whiteboard. The whiteboard has a black border and a red eraser at the bottom. On the whiteboard, the text "Non- Embedded Designated Supports" is at the top, followed by "4. Magnification". Below the text is a magnified image of a clock face showing the numbers 10, 11, and 12. A small mouse cursor icon is visible over the magnified image. A small speaker icon is located at the bottom left of the whiteboard area.

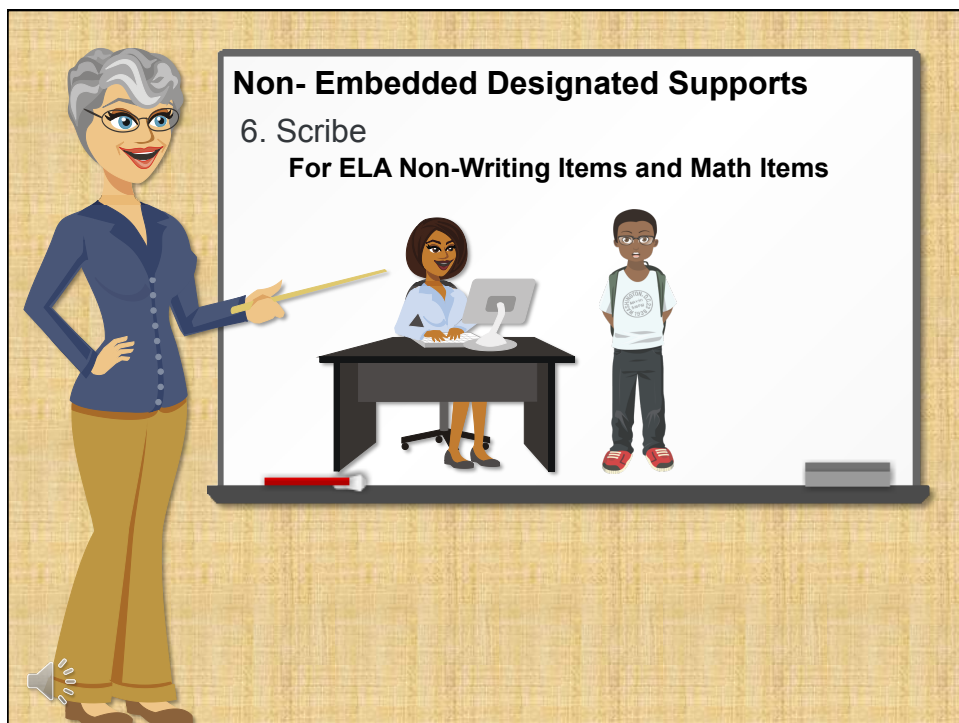


Non- Embedded Designated Supports

5. Read Aloud
For ELA Items, ELA PT Stimuli, Math Items and Stimuli (Not Reading Passages)

To create a fraction greater than....

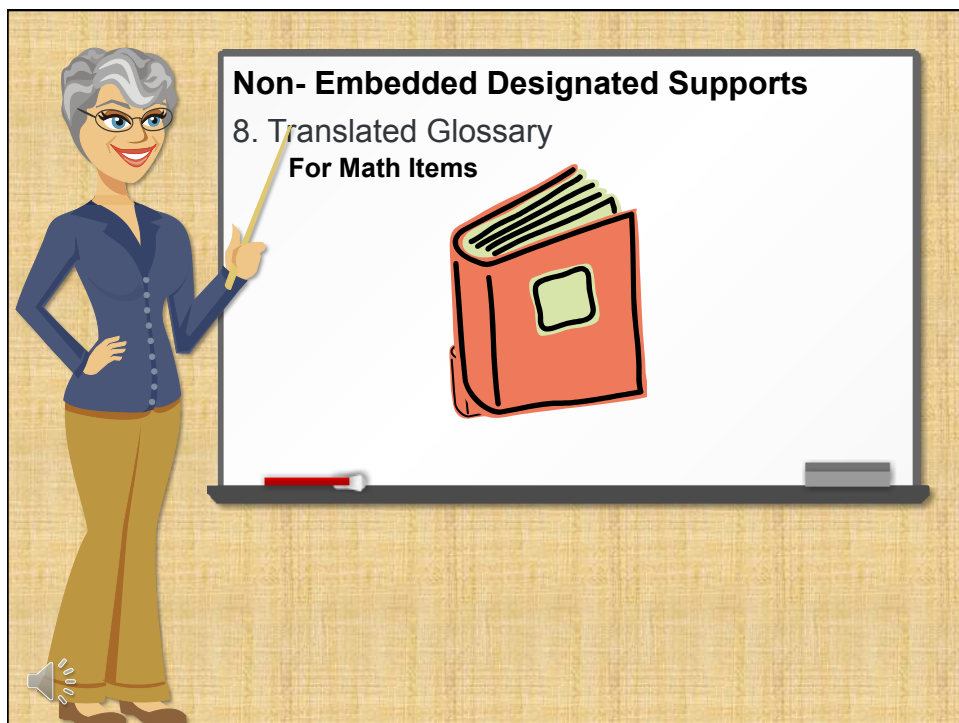
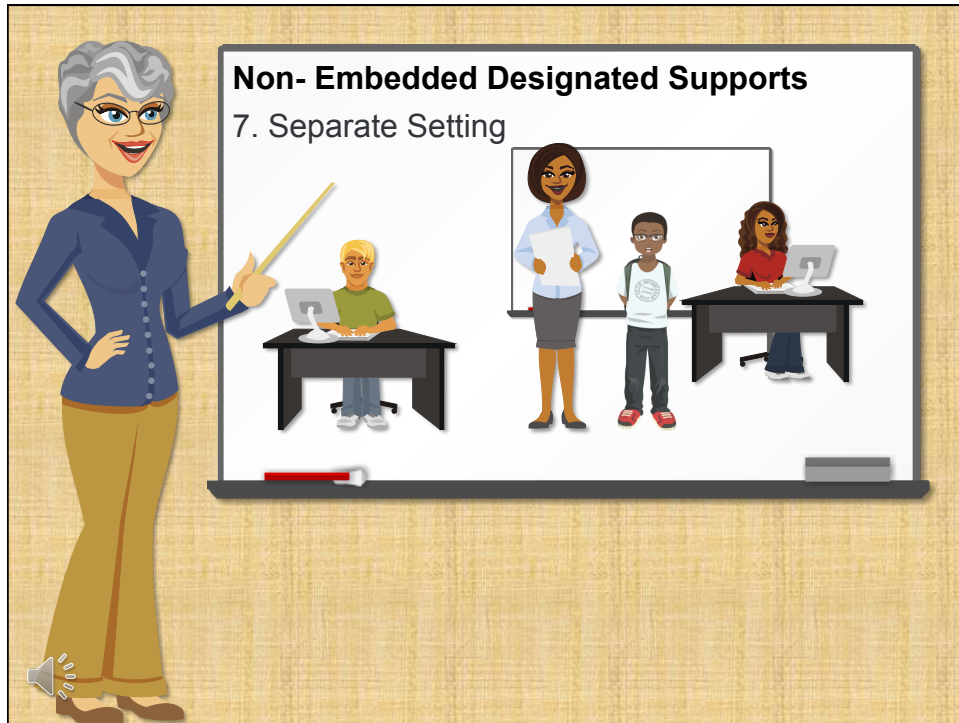
The illustration shows a female teacher with grey hair and glasses, wearing a blue button-down shirt and tan pants, pointing with a yellow stick to a whiteboard. On the whiteboard, a male student is seated at a desk with a laptop, and a female student is standing next to him holding a paper. A speech bubble from the standing student contains the text 'To create a fraction greater than....'. A small speaker icon is visible at the bottom left of the teacher's feet.

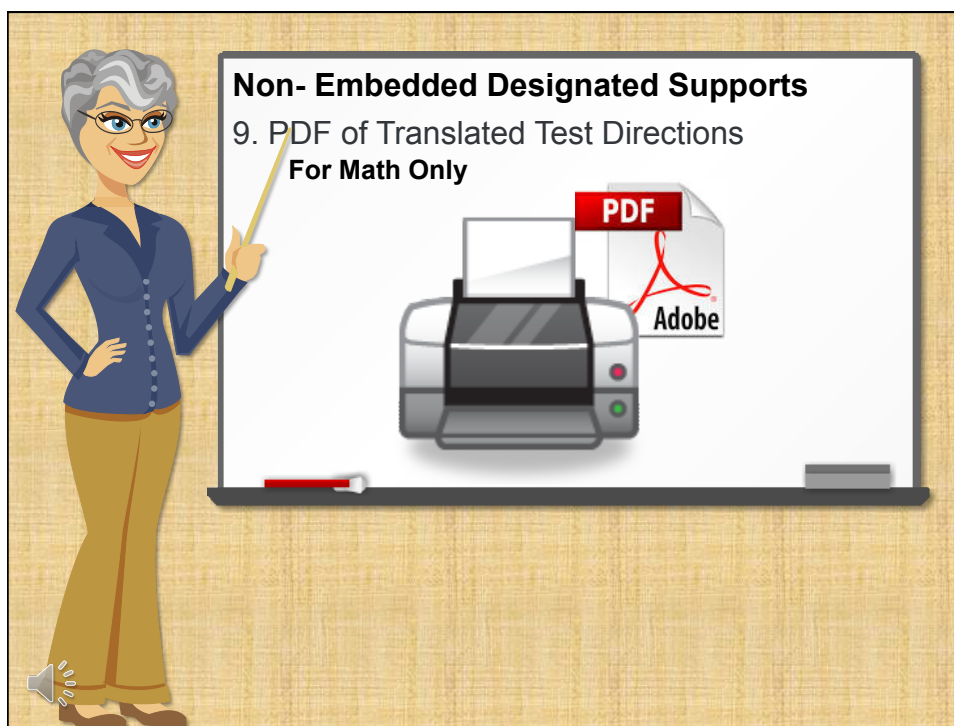


Non- Embedded Designated Supports

6. Scribe
For ELA Non-Writing Items and Math Items

The illustration shows the same female teacher pointing to a whiteboard. On the whiteboard, a female student is seated at a desk with a laptop, and a male student is standing next to her. A small speaker icon is visible at the bottom left of the teacher's feet.





Universal Tools

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools


Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translated Test Directions, Translation (Glossary)

Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Text-to-speech


Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Noise Buffers, Print on Demand, Read Aloud, Scribe, Speech-to-text

Embedded Accommodations



Embedded Accommodations

1. American Sign Language (ASL) (for ELA listening items and math items)
2. Braille
3. Closed captioning (for ELA listening items)
4. Text-to-speech (for ELA reading passages)
5. Streamlined Interface



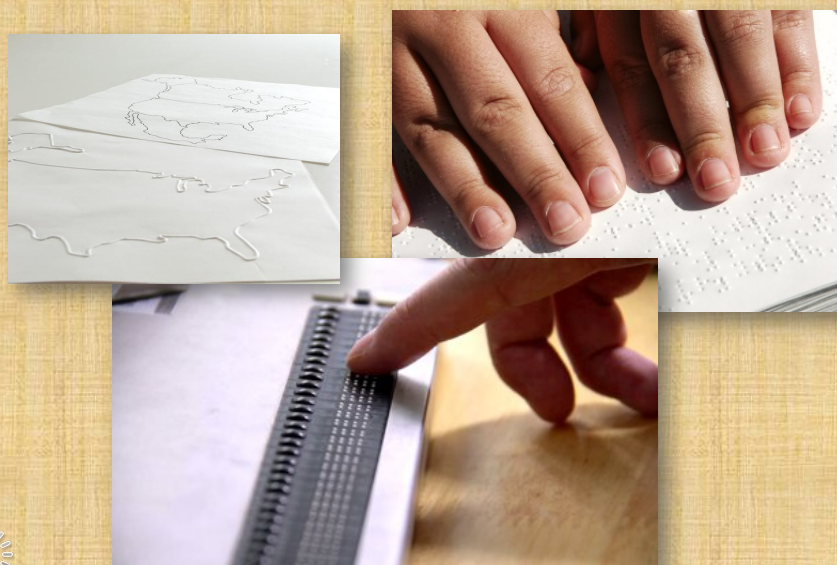
American Sign Language (ASL) (for ELA Listening items and Math items)

The screenshot displays a digital testing interface for ELA listening items. The main window shows a passage titled "THE TREE" with a text description and a list of questions. Overlaid on this are two smaller windows, each containing an ASL video and a corresponding question. The first window shows a question about why Mother's comments are important, with four multiple-choice options. The second window shows a question about the symbolic value of the tree, with a text response area. Both windows include a toolbar with icons for zooming, saving, pausing, and navigating. A small ASL video player is also visible in the bottom left corner of the main window.

American Sign Language (ASL) (for ELA Listening items and Math items)

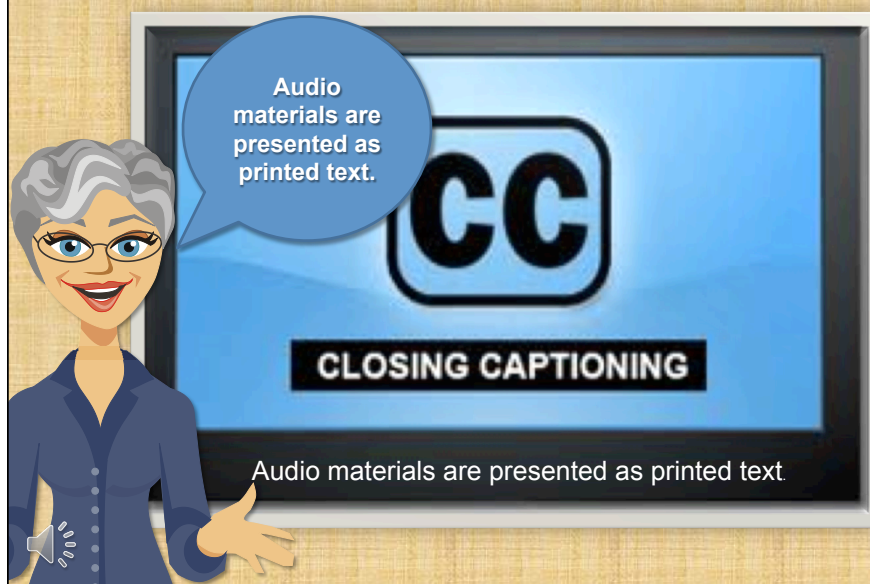
The screenshot displays a digital testing interface for Math items. The main window shows a problem involving a rectangular prism with a volume of 360 cubic units and a height of 10 units. It asks the user to use the Connect Line tool to draw a base that shows Mical's claim is incorrect. Overlaid on this are two smaller windows, each containing an ASL video and a corresponding question. The first window shows a question about the base of the prism, with a text response area. The second window shows a question about the base of the prism, with a text response area. Both windows include a toolbar with icons for zooming, saving, pausing, and navigating. A small ASL video player is also visible in the bottom left corner of the main window.

Braille



Closed Captioning

For ELA listening items only



TEXT-to-SPEECH

For ELA Items , ELA PT Stimuli, Math Items and Stimuli
(Not Reading Passages)

Smarter Balanced Assessment Consortium

GUEST, GUEST (State-SSID: GUEST -344723) GUEST Session HELP

Choose Settings:

G7 ELA Performance Task

Language: English

Color Choices: Black on White

Text-to-Speech: No Text-to-Speech

Print Size: No default zoom applied

Go Back Select



TEXT-to-SPEECH

ELA Reading Passages, Grades 6-8 and 11

1



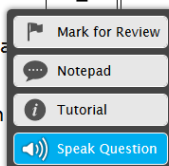
0
1
2

Delete

Claim: To create a fraction greater than $\frac{3}{7}$, you have to make the denominator less than 7.

A. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator less than 7.

B. Drag one number into each box to create a fraction greater than $\frac{3}{7}$ with a denominator greater than 7.



8
9

A. Denominator less than 7

denominator greater than 7



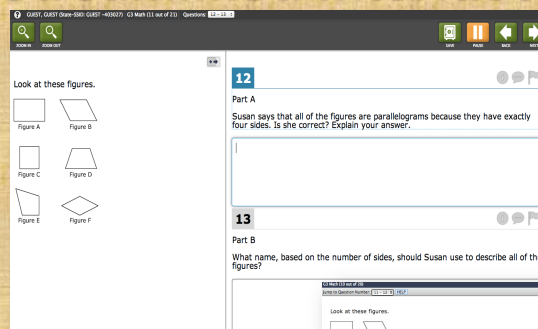
TEXT-to-SPEECH

For ELA Reading Passages:

- **For students in grades 3 - 5**, text-to-speech is not an allowed accommodation for ELA reading passages as it would compromise the construct being measured. However, students can use this feature as a designated support for math items and stimuli, and ELA items and stimuli
- **Students in grades 6-8 and 11** may have text-to-speech for ELA reading passages as an accommodation for students whose need is documented in an IEP or 504 plan



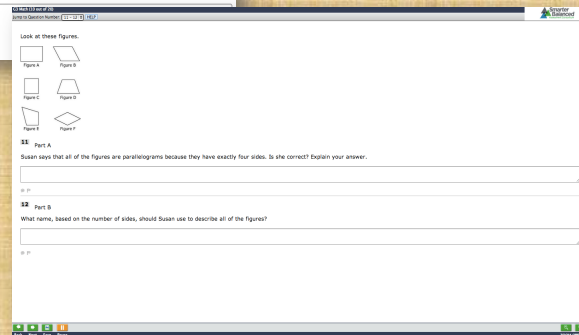
Streamlined Interface



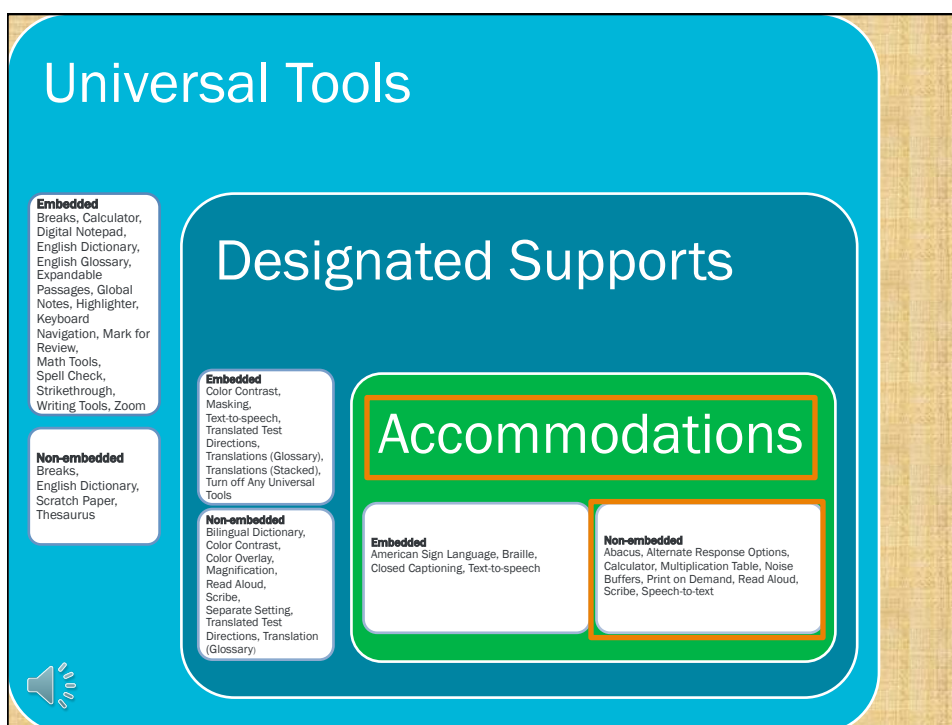
Streamlined Interface




Standard Interface




Non-Embedded Accommodations





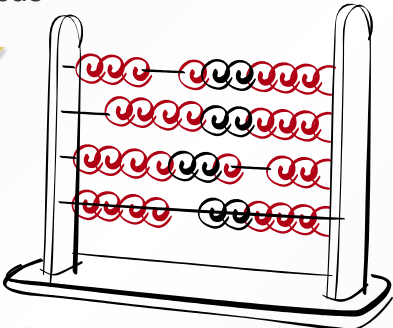
Non-Embedded Accommodations

- 1) Abacus
- 2) Alternate Response Options
- 3) Calculator
- 4) Multiplication Table
- 5) Print on Demand
- 6) Read Aloud
- 7) Scribe
- 8) Speech-to-Text
- 9) Noise Buffers



Non-Embedded Accommodations

- 1) Abacus



Non-Embedded Accommodations

2) Alternate Response Options

Sticky Keys

Do you want to turn on Sticky Keys?


Sticky Keys lets you use the SHIFT, CTRL, ALT, or Windows Logo keys by pressing one key at a time. The keyboard shortcut to turn on Sticky Keys is to press the Shift key 5 times.

Use Ease of Access Center to d

Non-Embedded Accommodations

3) non-embedded Calculator

Five nine seven minus three four




Non-Embedded Accommodations

4) Multiplication Table


MULTIPLICATION TABLE

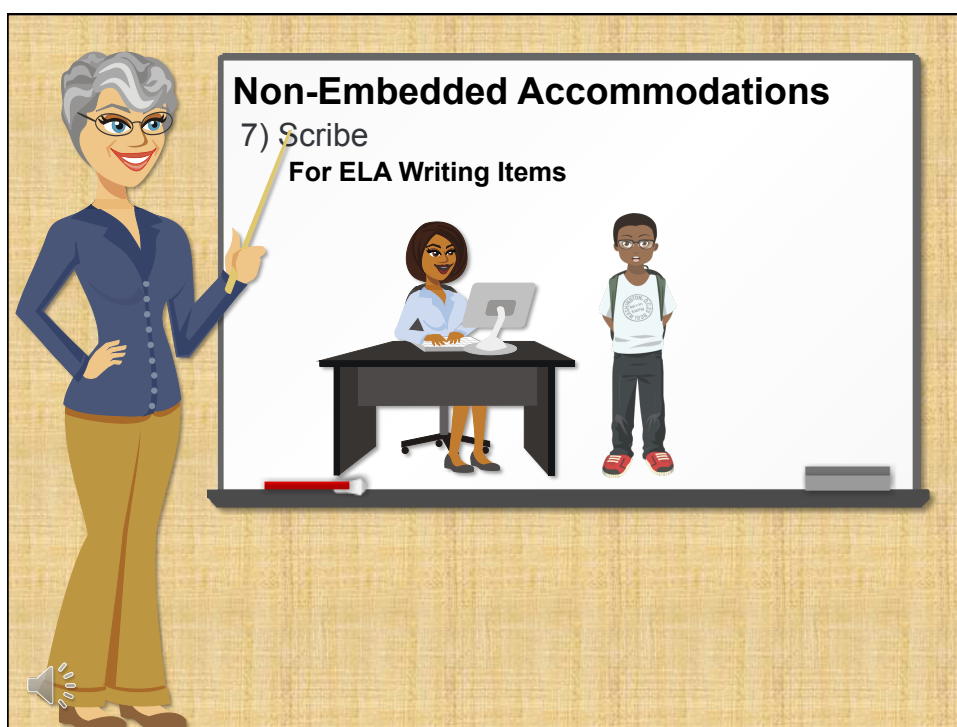
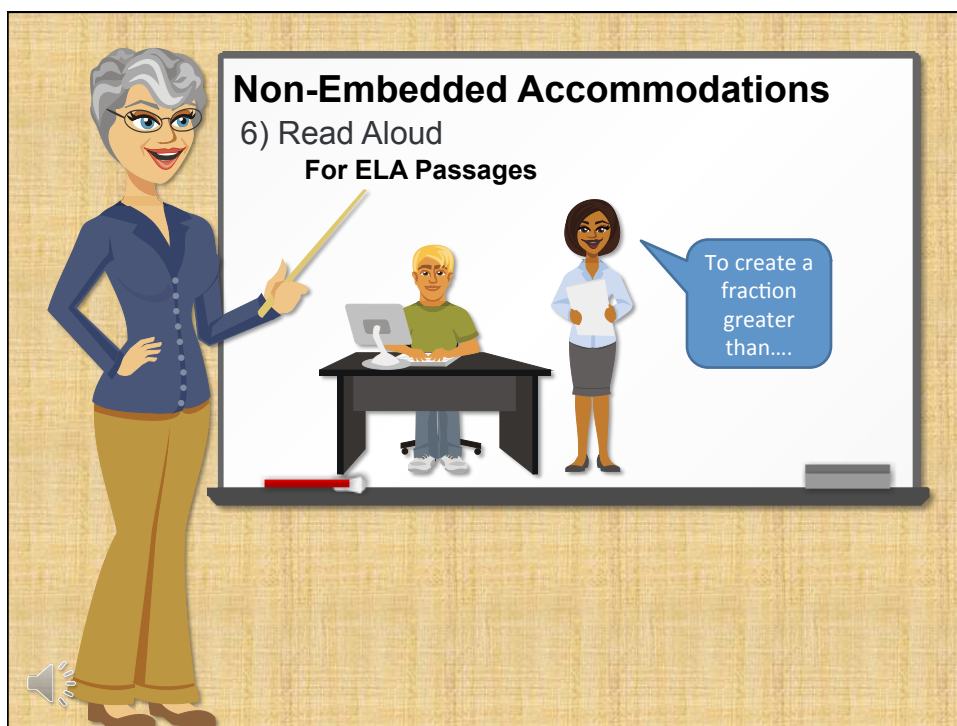
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

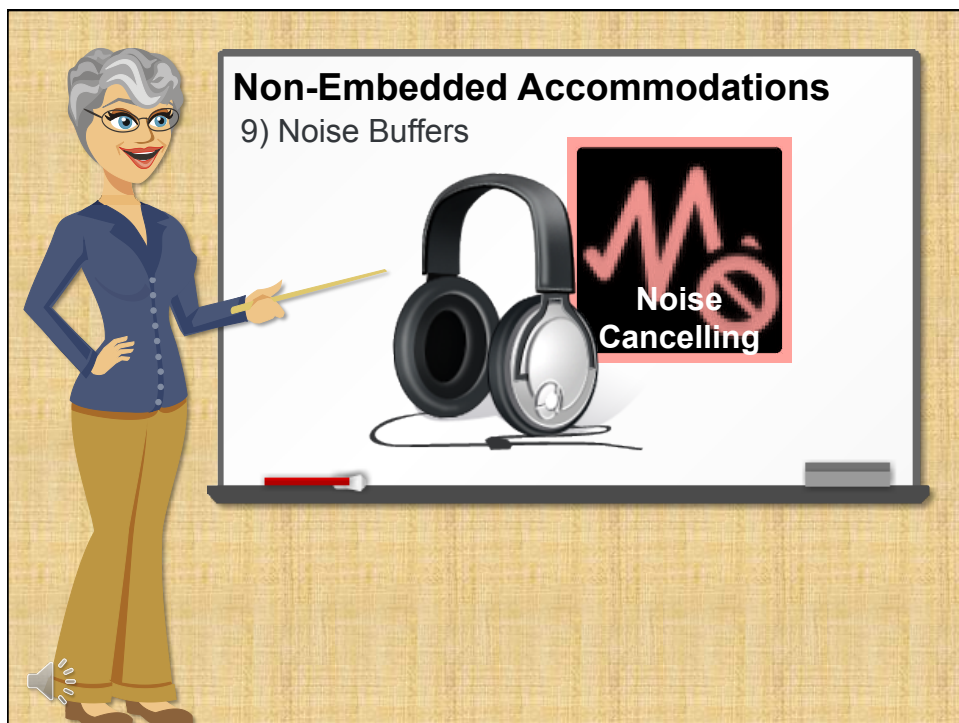
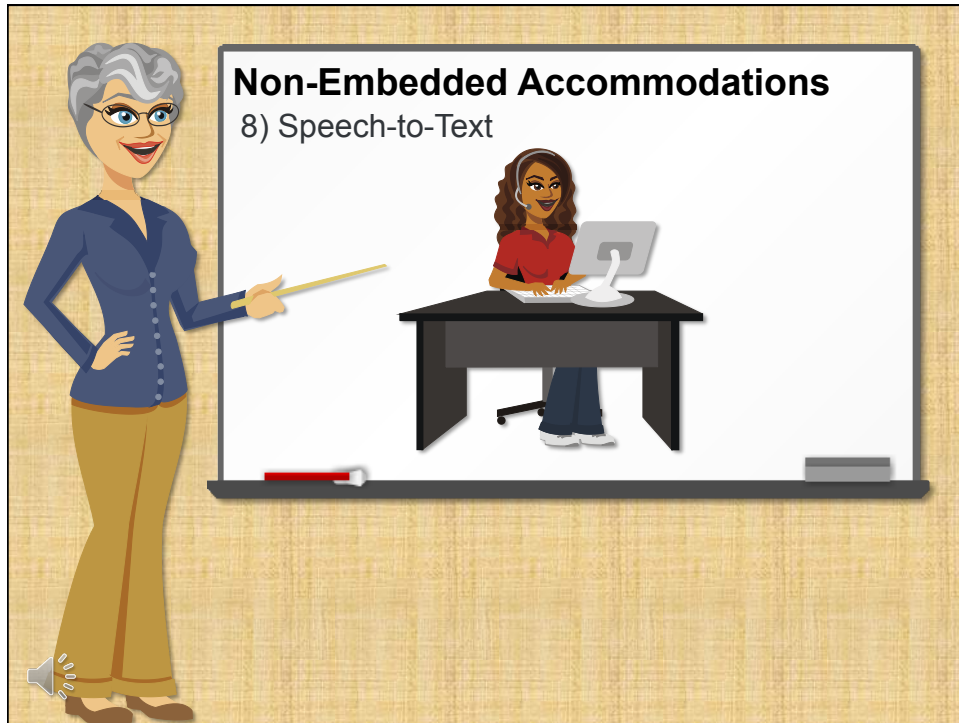


Non-Embedded Accommodations


5) Print on Demand-
Passages/Stimuli and/or Items








Resources



- Resources and Comparison Crosswalk
- Implementation Guide
- Updated list of Frequently Asked Questions about the *Usability, Accessibility, and Accommodations Guidelines*

can be found at the **Smarter Balanced website**





**Smarter
Balanced**
Assessment Consortium

**Accessibility and
Accommodations**

for more information visit:

[http://www.smarterbalanced.org/
parents-students/support-for-
under-represented-students/](http://www.smarterbalanced.org/parents-students/support-for-under-represented-students/)